

Chief Reader Report on Student Responses:

2022 AP[®] Spanish Literature and Culture Free-Response Questions

• Number of Students Scored	23,009		
• Number of Readers	123		
• Score Distribution	Exam Score	N	%At
	5	1,863	8.1
	4	5,244	22.8
	3	7,674	33.4
	2	5,485	23.8
	1	2,743	11.9
• Global Mean	2.91		

The following comments on the 2022 free-response questions for AP[®] Spanish Literature and Culture were written by the Chief Reader, María Nereida Segura-Rico, Clinical Lecturer, Iona College. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Text Explanation

Topic: Identify the author and period of the work, then explain the development of the theme of the relationship between time and space (*la relación entre el tiempo y el espacio*) within the text.

Max Score: 3

Mean Score: Content: 1.39, Language: 2.09

What were the responses to this question expected to demonstrate?

Text Explanation is a short response question (not a fully developed essay) that requires students to read a fragment or an entire selection from a work on the required reading list, identify the author and period of the text, and explain the development of a given theme in the text. The question requires students to identify the period (*época*) with the purpose of situating the text historically within either a specific date range, a broader period or century, or a literary movement connected to a specified period. In this year's exam, the selection was from the short story "Mi caballo mágico," written by Sabine Ulibarri in 1964. Students were asked to identify the author and the period, and to explain the development of the theme of the relation between time and space (*la relación entre el tiempo y el espacio*) in the text. The students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

A successful response correctly identified the author, situated the short story within the context of the 20th century, and explained the development of the theme of the relation between time and space with relevant examples from the text. Strong responses focused on making clear the connection between both time and space, effectively showing the protagonist's subjective perception of a moment of his adolescence as both fleeting and everlasting. Successful responses refer to the emotions that the horse awakens in the protagonist, and the ideals that he associates with the animal, creating a magical experience that allows him to transcend time and space.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
• Incorrect identification of the author and/or the period. • Mistaking time period for literary movement and/or technique.	• Correct identification of author and period.
• Misunderstanding of the theme.	• Responses demonstrate an understanding of the theme.

• Ineffective explanation of the development of the theme in the text.	• Effective explanation of the theme supported by the use of relevant language/vocabulary.
• Failure to respond to all the elements of the prompt.	• Responses effectively address all the elements in the prompt.
• Lack of knowledge of the text.	• Responses demonstrate an effective knowledge of the text in connection to the development of the theme.
• Presence of unclear and/or irrelevant evidence to explain the development of the theme.	• Use of relevant evidence from the excerpt and/or the entire text to support explanation of the theme.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Review periodically with students the author and period of each of the works in the required reading list. Encourage students to use flashcards or study apps, such as Quizlet, to facilitate the learning of this basic information. Emphasize that identification of the time period must include a clear temporal reference (i.e., *año*, *siglo*, *época*).
- Help students situate the works within their historical and cultural context by providing key elements of identification of the historical periods and cultural movements.
- Make sure students understand what it means to explain the development of a theme in a given text.
- Work with students to identify a theme in a given text and to effectively write an explanation of the development of the theme in the text.
- Similarly, work with students to guide them in selecting relevant evidence from a text and in integrating those textual references and quotations into their responses to support the explanation of a theme.
- Practice with students writing responses under the same conditions and constraints as those of the AP Exam.
- Help students become familiar with the course themes and subthemes as organizing concepts for the course and exam.
- Give students the opportunity to practice writing a response with time constraints (10 minutes, 5 for reading and planning).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers should be thoroughly familiar with the expectations for this first free-response question. They can access information about it in the Spanish Literature and Culture Course and Exam Description on page 182: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>

- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice free-response questions for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course. As noted above, the Text Explanation question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing text explanation responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 1, 3, 4, 7, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 1, 2, 4, 6, 7, and 8: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
- Through AP Classroom, teachers can also access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Text Explanation questions from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for Text Explanation questions and can be scored using the provided scoring guidelines.
- Teachers can view the online module for AP Spanish Literature and Culture that provides strategies to help improve students' skills in critical reading and analytical writing. This module, *Developing Students' Abilities in Critical Reading and Literary Analysis*, by Ceida Fernández Figueroa, is presented in Spanish and contains sample exam tasks for classroom practice: https://secure-media.collegeboard.org/ap/modules/spanish-literature-critical-reading-and-literary-analysis/story_html5.html
- Teachers can access the scoring guidelines and, beginning this year, the scoring notes on the exam information page and carefully review them with their students so that students will understand performance expectations and the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>
- Teachers can access some of the student samples of Free-Response Question 1 from 2013–2022 posted on the exam information page and review them along with the scoring guidelines with students. This will help students see how the scoring guidelines are applied and understand the characteristics of high, mid, and low performances: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>
- Teachers can access the remaining samples of Free-Response Question 1 from 2013–2022 that are posted on the exam information page and use these to practice this question with their students. Before having students practice this task for the first time, teachers should carefully review the instructions, have students read and explain what the task entails, and then require students to check off each of the three components of the task once they have completed each in their response. Teachers can then use the scoring guidelines to score students' responses and provide feedback to students as to how to improve their work to possibly move it up into the next higher score category: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>

Question 2

Task: Text and Art Comparison

Topic: Compare the representation of societies in contact (*las sociedades en contacto*) in the excerpt from “Romance del rey moro que perdió Alhama” and the artwork *Miniatura representando corte musulmana* in relation to the Middle Ages in Spain.

Max Score: 3

Mean Score: Content: 1.42, Language: 2.14

What were the responses to this question expected to demonstrate?

Text and Art Comparison is a short response question (not a fully developed essay) that requires students to compare a text or an excerpt of a text from the required reading list to a work of art (e.g., a painting, photograph, sculpture, or drawing) related by theme to the text. The response requires that students compare how a particular theme is represented in both the literary text and the image in relation to a specified period, movement, literary genre, or technique and to support their responses with relevant examples from both works. This year’s exam included a fragment from the poem “Romance del rey moro que perdió Alhama,” an anonymous composition included in *El romancero viejo* (siglo XV), and the artwork *Miniatura representando corte musulmana*, included in *Cantigas de Santa Maria* by Alfonso X el Sabio (siglo XIII). Students were asked to write a short response comparing the representation of societies in contact (*las sociedades en contacto*) in these two works in relation to the Middle Ages in Spain (*la España de la época medieval*). The students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Successful responses effectively compared the theme in both works with well-chosen evidence from the fragment and the artwork and connected the comparison to the specified time period. In the thematic comparison, appropriate responses referred both to the different religious/ethnic groups in the poem and the conflict between them and to the unity of the people in the image. The most successful responses effectively explained the contrast between the text and artwork in how they portray societies in contact in Medieval Spain with different dynamics in the interactions between Muslims and Christians. Effective responses were able to relate the comparison of the theme to the Middle Ages in Spain by pointing to a political situation that strived for unity in the face of deep social unrest and war. Appropriate responses also referred to a society in which different groups were able to live together in harmony (*convivencia*).

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
• Explanation of a theme not clearly connected with the prompt. • Lack of explanation of the theme and providing a summary of the poem, or a description of the artwork, reflections on possible authorship or development of the <i>Romancero</i>, or historical events instead.	• Successful responses demonstrated understanding of the theme of societies in contact.
• Comparing the two works without explaining the development of the theme (<i>las sociedades en contacto</i>). • Detailing characteristics of the text vis-à-vis the visual characteristics of the <i>Miniatura</i> without comparing the works.	• Strong responses effectively compared the theme in the poem and in the artwork and discussed both works in a balanced way.
• Comparing the theme in the works without relating it to the period (very common).	• Responses productively situated the works within the historical context connecting the theme to the period.
• Misinterpreting the <i>Miniatura</i> by not clearly identifying the elements of its composition. • Lack of knowledge of the <i>romance</i> and/or the period.	• Responses demonstrate a knowledge of the <i>romance</i> and effectively interpret the work of art in connection to the theme and the specified period.
• Lack of differentiation between a short response and an essay (students who wrote full-fledged essays did not receive additional points or credit but likely spent unnecessary time completing the task, taking valuable time away from the completion of the remaining free-response questions).	• Responses effectively address all the tasks specified in the prompt without developing their explanation into a full-fledged essay (students who wrote full-fledged essays were not penalized on their score for this question but likely spent unnecessary time completing the task, taking valuable time away from the completion of the remaining free-response questions).

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Prepare students to write a response that addresses all aspects of the prompt, understanding the difference between a short response and an essay.

- Show students examples of good responses and discuss their characteristics, focusing on comparative/transitional conjunctions/phrases and how to connect the theme to the specified period, movement, literary genre, or technique.
- Give students the opportunity to practice writing a response with time constraints (10 minutes, 5 for reading and planning).
- Emphasize the importance of explaining the development of the theme to properly address the prompt of Question 2.
- Explain to students that they can either compare or contrast, with no need to do both, to develop a cohesive and coherent short response.
- Stress the importance of providing clear evidence from the works in order to support the comparison or contrast.
- Expose students to works of art and teach them how to analyze them in connection to the works studied in the mandatory reading list for the course.
- Remind students to use the prompt to organize the comparison, focusing on what they are being asked to do rather than trying to write about everything they have learned, including information that does not pertain to the question.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on page 182 in the AP Spanish Literature and Culture Course and Exam Description: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice free-response questions for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course. As noted above, the Text and Art Comparison question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing text explanation responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 2, 7, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 2, 3, 4, 5, 6, 7, and 8: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
- Through AP Classroom, teachers can also access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Text and Art Comparison questions from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for Text and Art Comparison questions and can be scored using the provided scoring guidelines.

- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture, available as a PDF. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres:
https://apcentral.collegeboard.org/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf
- Teachers can access the scoring guidelines and, beginning this year, the scoring notes on the exam information page and carefully review them with students so that students will understand the expectations for performance and the evaluative criteria for each score point:
<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 2 from 2013–2022 posted on the exam information page and review the scoring guidelines with students so that students can see examples of student work and understand the characteristics of high, mid, and low performances. Teachers should share the provided scoring commentaries for each sample after students have reviewed and tried to determine its score based on the scoring guidelines:
<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access the remaining samples of Free-Response Question 2 from 2013–2022 that are posted on the exam information page and use these to practice this question with students. Before having students practice the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and require students to check off each of the components of the task once they have completed each in their response. Teachers can then use the scoring guidelines to score responses and provide feedback to students, so they understand how to improve their work. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>

Question 3

Task: Analysis of a Single Text

Topic: Analyze how the fragment from the short story “No oyes ladrar los perros” represents the characteristics of the Boom and the sociocultural context of rural Mexico in the 20th century.

Max Score: 5

Mean Score: Content: 2.05, Language: 2.88

What were the responses to this question expected to demonstrate?

Analysis of Single Text is a question that requires students write a coherent and well-organized essay analyzing how the text, which is part of the reading list, represents both the specified period, movement, literary genre, or technique and the given cultural context. In this year’s exam, students were required to analyze how Juan Rulfo’s “No oyes ladrar los perros” (1953) represents the characteristics of the Boom (*El Boom*) and the sociocultural context of rural Mexico in the 20th century (*el México rural en el siglo XX*). Students were also asked to comment on the literary devices relevant to the Boom and to include examples from the text to support their analyses. Students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Successful responses used the fragment to identify family values, and the isolation of rural Mexico reflected in the father’s struggle to obtain help for his son to elaborate their response. Effective responses discussed the Mexican Revolution/Cristero War and the ensuing violence. These essays also clearly analyzed how the text represents the characteristics of the Boom by identifying and analyzing rhetorical, stylistic, or structural features, including the use of social realism and the use of regionalisms and colloquial expressions to give voice to underrepresented/marginalized groups. Successful responses also analyzed literary devices that demonstrate the innovation in narrative techniques that characterizes the Boom, such as the use of dialogue, sensorial descriptions, and a non-linear representation of time and space. These responses integrated well-chosen examples in a well-developed essay that included a clear statement of purpose, well-structured paragraphs, and a strong conclusion that summarized the response’s key ideas.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
- Limited analysis of the characteristics of the Boom beyond magical realism. - Referring to the Boom as an economic phenomenon instead of a literary one.	Effective analysis of how the text represents the characteristics of the Boom.

Lack of understanding of the literary devices associated with a prose text and limited ability to discuss or analyze the stylistic features in this short story narrative.	Successful responses integrate effective analysis of literary devices in a prose text, such as narrative voice, dialogue, characters, plot development, and setting, and not just poetic devices.
Explanation of a certain literary device (definition of simile, for example) instead of analyzing it in relation to the Boom.	Identify literary devices accurately and connect them with the Boom.
Lack of understanding of the cultural context and/or superficial descriptions of rural Mexico in the 20th century.	Effective responses identify characteristics of the cultural context and analyze how they are represented in the work.
- Lack of coherent organization of ideas and/or of the formal conventions and structure of an essay. - Lack of connection among the different tasks that the response must address. - Failure to address all the elements of the prompt.	Strong responses include a thesis statement and a conclusion and organizing ideas logically. They include cohesive paragraphs with a topic sentence that relates back to the thesis and sets the stage for the analysis of the cultural context or literary movement.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Stress the different elements of the prompt that students must address, practicing with them how to include all those elements in their essays.
- Emphasize the sociocultural context of each of the works in the mandatory reading list for the course, calling attention to the cultural diversity of the Spanish-speaking world and asking students to identify those cultural elements.
- Ask students to identify in the different works the characteristics of a literary movement, genre, or technique associated with a particular text and teach them how to develop an analysis of those characteristics by integrating well-chosen examples from the text.
- Make sure to give students a general understanding of different literary movements, as well as specific characteristics, so that they can have a holistic view of the movement that can be applied to different works.
- Practice with students how to identify and use literary devices to support thematic literary analysis, differentiating the literary devices that are more effectively applied to analysis of poetry from the ones that are more appropriately used for narrative.
- Give students fragments of different works and have them practice identifying and explaining elements of the cultural context and literary movement within the fragment.
- Make sure students understand the difference between analyzing, explaining, and describing.
- Teach students how to write an effective thesis statement that helps organize the main points of the argument and a conclusion. If students have a thesis, strong topic sentences, and paragraphing, they will more easily be able to build their analysis.

- Help students identify and practice transitional phrases and cohesive devices to connect all the elements of the essay.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on page 182 in the AP Spanish Literature and Culture Course and Exam Description: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
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- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Analysis of a Single Text questions from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for Analysis of a Single Text questions and can be scored using the provided scoring guidelines.
- View the AP World Languages and Cultures Online Module, Building Students' Skills in Developing Effective Written Arguments, for guidance on how to help students craft more effective, concise, and organized arguments in presentational writing: [Federica Santini Presentation-Beta-v2 \(collegeboard.org\)](https://apcentral.collegeboard.org/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf)
- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture, available as a PDF. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each one taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres: https://apcentral.collegeboard.org/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf
- Teachers can access the scoring guidelines and, beginning this year, the scoring notes on the exam information page and carefully review them with students so that they understand the expectations for performance and the evaluative criteria for each score point for this task: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 3 from 2013–2022 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>) and review them alongside the scoring guidelines with students so that they can understand the characteristics of high, mid, and low performances. Teachers can share the provided scoring commentaries for each sample after they have reviewed each sample and tried to determine its score based on the scoring guidelines.

- Teachers can access the remaining samples of Free-Response Question 3 from 2013–2022 that are posted on the exam information page and use these to practice this question with their students throughout the year. Before having students practice this task the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and then require students to check off each of the elements of the task once they have completed each in their essays: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>

Question 4

Task: Text Comparison

Topic: Analyze the effect of literary devices used to develop the theme of tradition and rupture in a fragment from “Dos palabras” by Isabel Allende and in a fragment from *Tristana* by Benito Pérez Galdós, comparing thematic development in the two texts.

Max Score: 5

Mean Score: Content: 2.41, Language: 3.14

What were the responses to this question expected to demonstrate?

The Text Comparison is a question that requires students write a coherent and well-organized essay comparing two thematically related literary texts (or fragments of texts), one on the reading list and one new, not on the required reading list. Students are asked to analyze the effect of the literary devices employed by the authors to develop a particular theme. The analysis should be comparative in nature and should be supported by specific examples from both texts. In this year’s exam, the two texts were a fragment from “Dos Palabras” (1989) by Isabel Allende (on the required list) and a fragment from *Tristana* (1892) by Benito Pérez Galdós (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of tradition and rupture (*la tradición y la ruptura*) and to compare the presentation of the theme in the two selections, including relevant examples from the texts. The students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Successful essays effectively compared how both narrative texts developed the theme of tradition and rupture. Strong responses focused on how both texts portray the traditions and obstacles in a patriarchal society that the female protagonists in each of these texts face, and their efforts to disrupt said traditions, and supported the analysis with clear examples from the texts. Successful responses pointed out how both texts represent the lack of opportunities for women in their respective societies while also highlighting differences regarding how the protagonist in each text confronted those limitations. In these responses, students effectively analyzed relevant rhetorical, stylistic, or structural features in both texts, such as dialogue, metaphorical language, hyperbole, and setting to support their thematic argument in a well-developed essay.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
• Lack of understanding of the theme. • Discussing only part of the theme (either focusing only on <i>tradición</i> or on <i>ruptura</i>). • Discussing the theme without developing a comparison.	• Successful essays demonstrated understanding of the theme and effectively compared the development of the theme of tradition and rupture in both texts.

• Lack of identification of literary devices. • Listing literary devices without analyzing them. • Mistaking ellipsis used to signify that a part of the original text has been omitted for ellipsis in the original text.	• Effectively analyzed literary devices with clear examples from the texts.
• General, irrelevant comments about women's social roles.	• Successful essays focused on the characteristics of the societies depicted in both texts and the roles available to women in these societies.
• Lack of introduction (thesis), well-organized development of the argument with evidence from both texts, and conclusion.	• Effective responses developed coherent essays with clear examples from the texts.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Train students to underline the number of tasks required by the prompt and circle the theme that they are asked to analyze.
- Teach students to contextualize the texts and to situate them within their appropriate sociocultural contexts and literary movements.
- Practice with students how to identify several literary devices in any given text and how to analyze those devices to support comparative analysis of the development of the theme.
- Help students have a firmer understanding of writing conventions, such as knowing the difference between ellipsis used to signify the parts of the text that have been omitted and ellipsis used in the original text.
- Teach students how to integrate well-chosen examples in their essays to support their comparison of the theme and analysis of literary devices, avoiding anecdotal summary and/or description.
- Help students develop and use appropriate cohesive devices and transitional phrases to compare and contrast and to write an essay with a logical progression of ideas.
- Teach students how to write an effective thesis statement that helps organize the comparative analysis and a conclusion.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

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- Through AP Classroom teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Text Comparison questions from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for Text Comparison questions and can be scored using the provided scoring guidelines.
- View the AP World Languages and Cultures Online Module, Building Students' Skills in Developing Effective Written Arguments, for guidance on how to help students craft more effective, concise, and organized arguments in Presentational Writing: [Federica Santini Presentation-Beta-v2 \(collegeboard.org\)](#)
- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture, available as a PDF here: https://apcentral.collegeboard.org/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each one taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres.
- Teachers can access the scoring guidelines and, beginning this year, the scoring notes on the exam information page and carefully review these so that students will understand the expectations for performance and evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 4 from 2013–2022 posted on the exam information page and review them along with the scoring guidelines so that students can see examples of student work and understand the characteristics of high, mid, and low performances. Teachers can share the provided scoring commentaries for each sample with the students after they have reviewed each sample and tried to determine its score based on the scoring guidelines: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access the remaining samples of Free-Response Question 4 from 2013–2022 that are posted on the exam information page and use these throughout the year to practice this question with their students. Before having students practice the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and then require students to check off each of the elements once they have completed each in their response. Teachers can then use the scoring guidelines to score students' responses and provide feedback to students as to how to improve their work: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>